Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education
July 26, 2012
Updated August 31, 2022

School Name: **The Lab School for Innovation & Career Exploration**

Date of Submission to Virginia Board of Education: **9-27-2022**
Name of Authorized Official: **Dr. Mark L'Esperance**
Date: 9-27-2022

Signature of Authorized Official:  **Date: 9-27-2022**

Instructions

All applicants for a college partnership laboratory school should read the College Partnership Laboratory School Application Process before completing the application. The process is available on the Virginia Department of Education's website at the following link: **http://www.doe.virginia.gov/instruction/laboratory_schools/index.shtml**.

Please complete the cover page and insert the name of the college partnership laboratory school into the footer before completing the application. Each gray section in the document must contain a response.

Completed applications and supporting documents must be submitted to labschools@doe.virginia.gov. The Department may return or reject applications that are incomplete.

Note: The *Virginia Freedom of Information Act* (FOIA), § 2.2-3700 et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

Part A: Applicant Information

School Information

School Name: The Lab School for Innovation & Career Exploration

Does the applicant presently have access to a facility suitable for a school? Yes ☒ No ☐

If the answer is yes to the question above, insert address and information regarding ownership of the facility:

School Location (City/Town and Zip Code): Elkton, 22827
Broadway, 22815
Bridgewater, 22812
Penn Laird, 22846

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education; public higher education center, institute, or authority; or an eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program? Yes

Proposed Opening Date (Date should be at least twelve (12) months from the date of this application.): August 2023

Grades to be Served for the Full Term of the Contract (Please Check All That Apply)*			
Pre-K	☐	Sixth Grade	☐
Kindergarten	☐	Seventh Grade	☐
First Grade	☐	Eighth Grade	☐
Second Grade	☐	Ninth Grade	☐
Third Grade	☐	Tenth Grade	☐
Fourth Grade	☐	Eleventh Grade	☐
Fifth Grade	☐	Twelfth Grade	☐

*If the college partnership laboratory school intends to add or change grade levels at some point during the school's operation, please provide this information in the education program section of the narrative.

If the college partnership laboratory school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), please describe the focus:

The Lab School for Innovation & Career Exploration will have a specialized focus as an innovation hub for career exploration and workforce development through interdisciplinary, problem-focused application of solving community needs.

If the college partnership laboratory school is going to be in partnership with a local school division, please describe the partnership briefly.

The Lab School for Innovation & Career Exploration will be offered to high school students in Rockingham County Public Schools, in partnership with James Madison University and Blue Ridge Community College.

Contact Information

Name of Individual/Organization Submitting Application:	**James Madison University**		
Name of Contact Person for Application:	**Mark L'Esperance, Ph.D.**		
Title/Affiliation with Individual/Organization Submitting Application:	**Dean, College of Education**		
Office Telephone:	**(540) 568-6572**	Mobile Telephone:	**(252) 412-1745**
Fax Number:	**(540) 568-4528**	E-mail Address:	**lesperme@jmu.edu**

Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?
   Please check one of the following: Yes ☒ No ☐

2. If the response to the question above is "yes," please describe any prior experience with establishing and operating college partnership laboratory schools and/or similar schools. Please provide information such as the name of the school, the state where it is located, years of operation, and contact information. If the school is no longer operating, please provide the reason(s) for closure:

   The College of Education at James Madison University is home to the Young Children's Program (YCP). The YCP is the remnant of Anthony Seeger Campus School (PreK – 7), a demonstration school that opened in 1958 and was affiliated with Madison College when the institution was one of several state Normal Schools for the preparation of teachers. Although Anthony Seeger was one of the last demonstration schools to close (1982) in the Commonwealth, the YCP remains open to this day and serves as an early learning program (laboratory school) operated by the James Madison University's College of Education. Its curriculum, environment, and organization are based on professional standards and research related to learning and development of young children. The program operates Monday-Friday with two full day 4-year-old classes and a morning session for 3-and 4-year-olds. The Young Children's Program recognizes that children's development is best facilitated through cooperative efforts of families and school. Family members are welcome contributors to the ongoing curriculum and are encouraged to be involved in ways that support their children's adjustment and growth. Avenues for communication are varied and personal in order to meet the needs of all families. The YCP is accredited by the National Association for the Education of Young Children and licensed by the Virginia Department of Social Services.

3. Please describe the relevant experience of the members of the governing board:

   During his tenure at East Carolina University, Dean L'Esperance was a key leader in founding the ECU Community School, one of two university laboratory schools initially

created by legislation for the University of North Carolina System as a platform for providing high-quality educational experiences for students in K-12, research-based practices to enhance teacher preparation, and a learning organization for aspiring principals (N.C.G.S. § 116-239.5(b) https://www.northcarolina.edu/unc-lab-schools). Dr. L'Esperance led a team of East Carolina University faculty, university administrators, and key community stakeholders, in partnership with Pitt County Schools, to create an innovative curricular alternative for elementary children attending a low-performing school, as designated by the NC Department of Public Instruction. School programming included interdisciplinary wrap-around supports in medical, mental health, and academic services through the lens of a community school teaching framework. School-level outcomes demonstrated "met growth" in the Education Value Added Assessment System, decrease in discipline referrals, increase in attendance, and increase in teacher attendance and effectiveness. https://education.ecu.edu/ecucs/ Dr. L'Esperance worked extensively with the University of North Carolina System office to develop an initial framework for scaling up the initiative including programmatic, policy and legislative support.

Dr. Oskar Scheikl, Superintendent of Rockingham County Public Schools, was born in Salzburg, Austria and attended James Madison University and the University of Virginia. He has worked in the Rockingham County Public Schools division since 1995, when he was hired at Broadway High School as a social studies teacher. He held multiple division leadership positions prior to his appointment as Superintendent. Dr. Scheikl has been an integral thought partner and advocate for creating a lab school that focuses on innovation and workforce development.

Dr. John Downey serves as the fifth President of Blue Ridge Community College (BRCC), a position he has held since 2009. Prior to his service as president, Dr. Downey worked in a variety of capacities at BRCC, as well as at Bunker Hill Community College in Boston. He currently serves on several local boards, including the On The Road Collaborative Board, the Go Virginia Region 8 Board, the Harrisonburg-Rockingham Chamber of Commerce, the Shenandoah Valley Partnership, the Shenandoah Valley Workforce Development Board, the GenEdge Alliance, and on the Voice of Business Committee of the Greater Augusta Regional Chamber of Commerce. Past board service included the Harrisonburg Rotary Club and the Blue Ridge Area Food Bank Board. Dr. Downey completed his doctoral program in Higher Education Administration at the University of Virginia where he earned the Annette Gibbs Research Publication Award. He served as the Chair of the Virginia Community College System (VCCS) *Complete 2021* Strategic Planning Task Force, and was a member of the *Achieve 2015* and *Opportunity 2027* strategic planning committees for the VCCS. Under his leadership, BRCC has garnered recognition for its progressive workforce initiatives and partnerships, and as a key player in local economic development. BRCC has been recognized frequently by the *Chronicle of Higher Education's* "Great Colleges to Work For" program. In 2010, Dr. Downey was recognized as the most supportive president of the year at the Enactus (formerly SIFE) National Exposition. In 2018, he was awarded the Business Leadership Award by the Greater Augusta Regional Chamber of Commerce, and in 2019 he received the Shirley B. Gordon Award of Distinction from the Phi Theta Kappa International Honor Society for his support of the BRCC Alpha Xi Xi chapter.

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application:	**Mark L'Esperance, Ph.D.**		
Title/Affiliation with the Institution of Higher Education:	**Dean, College of Education**		
Office Telephone:	**(540) 568-6572**	Cell Telephone:	**(252) 412-1745**
Fax Number:	**(540) 568-4528**	E-mail Address:	**lesperme@jmu.edu**

Part B: Narrative

The application narrative must contain all of the elements in § 22.1-349.5 of the *Code of Virginia*.

I. ***Executive Summary:*** Provide an executive summary that addresses the need for the college partnership laboratory school and its goals and objectives. (The suggested length is two pages.)

The Lab School for Innovation & Career Exploration provides a unique opportunity for students in grades 9-12 within the Shenandoah Valley to deeply engage in solving community needs by applying high-level academic skills with community and industry experts. Leveraging the resources of James Madison University and Blue Ridge Community College, high school students in Rockingham County Public Schools will have high-touch access to college, community organizations, and the workforce through an innovative model that brings the surrounding community and its industries to high schools in Rockingham County. This innovation hub will serve as a model for teaching and learning, functioning as a research and development site for pre-service, early career, teacher leaders, and educational leaders to study and inform evidence-based practices, coaching/mentoring, teacher development, and educational leader development across the Commonwealth.

While Rockingham students complete a career interest inventory, they often have limited exposure to career possibilities. The Lab School for Innovation & Career Exploration provides Rockingham County students with real-world work opportunities, not by reading or hearing about, but by doing the work that industry professionals do, through interdisciplinary, problem-solving with industry experts, to address community needs. In turn, this experience provides deep exposure to careers that helps populate the workforce in Virginia, through real-world, experiential college and career readiness. In turn, the excitement for school will be achieved by rethinking how school is provided, with students' future as the core essence of the programming.

Rather than offering the core curriculum through siloed, single discipline courses, The Lab School for Innovation & Career Exploration will implement an educational team approach that studies workforce redesign, especially important during a time when teacher attrition continues to grow. This team will be facilitated by a teacher leader, identified as a highly effective role model for other teachers, who will lead the team learning environment comprised of industry experts, university/college faculty, pre-service professionals, and paraprofessionals. This model attempts to rethink school staffing in a way that maximizes learning for students. Students engaged in this model will experience infused courses, where at least two or more disciplines are addressed at one time.

The Lab School for Innovation & Career Exploration will be housed within the four high schools of Rockingham County Public Schools: East Rockingham, Broadway, Spotswood, and Turner Ashby. The physical spaces for the lab school at these sites

will be designed for collaborative, innovative, and cutting-edge technology, modeled after X-Labs at James Madison University. James Madison University and Blue Ridge Community College will commit to teams of professionals who will engage with each of the schools through the educational teams, curriculum development, and professional development of educators and school leaders.

Career pathways explored at The Lab School for Innovation & Career Exploration will include, but are not limited to the following, made possible by the partnerships between James Madison University and Blue Ridge Community College:

- education professions
- health professions
- social services
- government/public administration
- aviation mechanics
- automotive
- business management
- computer/electronics

The spirit of the lab school is that of student choice. In 9th and 10th grades, students will have opportunities to explore a vast array of career possibilities. In 11th and 12th grades, students will have choice in pathways that include career and technical education, dual enrollment general education courses through Blue Ridge Community College, and continued pre-professional courses offered by James Madison University.

While the learning environment will be different, the ways student learning is assessed will be different as well. The Lab School for Innovation & Career Exploration will include deep engagement in project-based learning; therefore, how student learning is assessed will be conducted through portfolio evidence aligned with the Virginia Standards of Learning.

II. ***Mission and Vision:*** State the mission and vision of the proposed college partnership laboratory school, including identification of the targeted student population, must be included. The following components must be addressed:

1. A description of the college partnership laboratory school's mission and vision and how it is consistent with the Virginia *Standards of Quality* (SOQ), the Virginia *Standards of Learning* (SOL), and the Virginia *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA). (*See* § 22.1-349.3 of the *Code of Virginia*.)

   The vision of The Lab School for Innovation & Career Exploration is to become an innovation hub for career exploration and workforce development through interdisciplinary, problem-focused application of solving community needs.

The mission of The Lab School for Innovation & Career Exploration is to provide students, pre-professionals, and professionals with collaborative and rigorous learning opportunities that improve the workforce in Virginia through reimagined teaching and learning.

Both the vision and mission of the lab school are aligned with the Standards of Quality established in the Code of Virginia effective July 1, 2021. The table below demonstrates how the Standards of Quality are addressed:

Standards of Quality	How They Are Addressed
From § 22.1-253.13:1	• Rigorous and reflect balance between content knowledge and application • Communication skills (listening, speaking, reading, and writing) • Computation/critical reasoning • Proficiency in computer use and technology • Science and computational thinking • Computer coding • Sound financial skills and decision-making
From § 22.1-253.13:5 *Quality of classroom instruction and educational leadership*	• Interfaced with the Virginia New Teacher Support Program (coaching/mentoring) and high-quality professional learning • Interfaced with the Virginia Principal Support Program and high-quality professional learning
From Committee Recommendation #2 *Teacher Leader and Mentor Programs*	• Expanding teacher mentor programs by providing teacher leadership training and experience • Provides pre-service and early career teachers with coaching and mentoring to develop efficacy and effectiveness in teaching
From Committee Recommendation #5 *Principal Mentorship*	• Mentoring for principals on how to lead innovative schools • Professional learning for principal advisors and principal supervisors

As described in the Executive Summary, the instructional program of the lab school that supports the Standards of Learning will reflect rigor and high-level application of skills that balance content knowledge and application. The lab school will serve as a model of teacher leader and mentor programs, providing research and

dissemination of workforce redesign through the development of an educational team leader and the supports needed for coaching and mentoring pre-professionals and early career teachers. Finally, the lab school will serve as a hub for informing evidence-based practices in mentoring principals in innovative spaces for teaching and learning, building capacity in early career principals, principal advisors, and principal supervisors.

2. A description of any specific area of academic concentration.

   The Lab School for Innovation & Career Exploration's academic concentrations include interdisciplinary curricular offerings and pre-professional career exploration as outlined below:

   - Interdisciplinary learning focused on project-based, problem solving for community needs
     - Academic curriculum offered as an infused model of learning (2 or more subjects offered at the same time for application of skills bridged with content knowledge)
   - Pre-professional career path exploration in
     - education professions (teaching and education-related fields)
     - health professions (nursing, occupational therapy, physical therapy)
     - social services (counseling, social work, psychology)
     - government/public administration (financial controller, municipal roles, policy/legal)
     - aviation mechanics
     - automotive
     - business management
     - computer/electronics

3. The college partnership laboratory school's core philosophy.

   The core philosophy of The Lab School for Innovation & Career Exploration is that all students, regardless of social status, deserve access to high-quality educational experiences that prepare them for college and/or careers.

4. Information about the college partnership laboratory school's targeted student population.

   The targeted student population is reflective of the demographics of Rockingham County Public Schools. As a microclimate within each school, the lab school demographics should reflect the proportion of the school division's demographics. Year 1 will target up to 50 9th grade students at two of the high schools (East Rockingham HS and Broadway HS). In Year 2, expansion to 10th grade at both high schools and initiation of 9th grade at the other two high schools (Spotswood HS and Turner Ashby HS) will begin. In Years 3 and 4, expansion to 11th and

12th grade (25 per grade, per school) will begin. By Year 5, a total of up to 600 students will be served by the lab school across all four high schools, grade 9-12.

The following table shows the targeted enrollment in Years 1-5.

	2023-24		2024-25		2025-26		2026-27		2027-28	
High School	Target	Grades	Target	Grades	Target	Grades	Target	Grades	Target	Grades
East Rockingham	50	9	100	9-10	125	9-11	150	9-12	150	9-12
Broadway	50	9	100	9-10	125	9-11	150	9-12	150	9-12
Spotswood			50	9	100	9-10	125	9-11	150	9-12
Turner Ashby			50	9	100	9-10	125	9-11	150	9-12
Total	100		300		425		550		600	

III. ***Educational Program:*** State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed the SOL. The following components must be addressed:

1. A description of the college partnership laboratory school's academic program and how it is aligned with state standards.

   The academic program for the lab school will align with the Virginia Standards of Learning, as well as industry credential associated with Virginia's Career and Technical Education programs. All students will meet and exceed the minimum requirements for the Advanced Studies Diploma (http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml) or the Standard Diploma (http://www.doe.virginia.gov/instruction/graduation/standard.shtml).

   In addition to meeting state standards, The Lab School for Innovation & Career Exploration will provide unique opportunity for high school students to interact with professionals and industry experts to collaboratively solve community needs through problem- and project-based education. Career exploration will be made possible between the partnerships of James Madison University (JMU), Blue Ridge Community College (BRCC), Rockingham County Public Schools (RCPS), and community industry and organizations. The lab school provides a vast array of career exploration in 9th and 10th grades, with deeper learning through college-level courses at JMU or BRCC in 11th and 12th grades.

2. An overview of the curriculum and teaching methods to be used at the college partnership laboratory school and a description of the learning environment and instructional strategies to be used at the college partnership laboratory school,

including scientifically research-based instructional strategies to ensure that student engagement and achievement are occurring.

The source of the interdisciplinary curriculum will be the knowledge, skills, and understandings articulated in the Virginia Standards of Learning, the Profile of a Virginia Graduate, and Virginia's College and Career Readiness Initiative. This will involve the backward design process adapted from Wiggins and McTighe (2005) and Ainsworth and Donovan (2019). The lab school instructional teams and student stakeholders will:

- Unpack the aligned Standards of Learning associated with the specific grade-level and/or content-area of the learners (e.g., 9th grade English, Human Geography, etc.).
- Using the unpacked standards, teachers and instructional stakeholders will map out yearly learning progressions.
- With each learning progressions, big ideas and essential questions will be identified for each specific grade-level and/or content-area.
- The big ideas from each specific grade-level and/or content-area will be analyzed to identify cross-cutting concepts, skills, and understandings that transcend disciplinary boundaries. These will become the interdisciplinary concepts, skills, and understandings.
- The interdisciplinary concepts, skills, and understandings will be matched to specific community-based challenges or problems.
- Applying learning from their design-based course, learners will engage form learning communities comprised of community partners, teachers and instructional stakeholders, and laboratory students to formulate a project-based solution to the challenge or problem.
- The project-based approach will incorporate surface, deep, and transferrable content, skills, and understandings that are mapped back to the original Standards of Learning.

The conceptual framework positions the outcomes of each student in the lab school as the interaction between the content, or knowledge, skills, and understandings, and the agency of the learner. The lab school will support this agency through established school culture that emphasizes the access and opportunity to the highest level of learning possible for all students at the lab school. Both compensatory and adaptive approaches and all members of the community will embrace the idea that: (1) all members are valued members of the community; (2) all members belong and are accepted by others; and (3) all members are provided compensatory and adaptive approaches that offer the opportunity for success.

Conceptual Framework for Learning

The teaching methods of the school will be grounded in social constructivist theory established by Vygotsky (1978), where learning is community-based and the reliance on social interactions with content and application of content is necessary for learning.

The emphasis on high-quality, high-impact teaching and learning will be employed in all teaching strategies, including goal setting, explicit teaching, concrete examples, collaborative learning, questioning, metacognition, and feedback (Hattie, 2012; Marzano, 2007; Tomlinson, 2014).

3. A plan for using internal and external assessments to measure and report student progress in accordance with the SOL.

   The lab school instructional team, in leadership of the JMU and BRCC faculty, will develop assessments to measure and report student progress. An assessment inventory will capture the name of the assessment, type of assessment used, intended purpose, grade levels, frequency, standards addressed, and data provided. All results will be made public to lab school stakeholders, with compliance for the Family Educational Rights and Privacy Acts; whereas, only educators with legitimate educational interest in individualized data will have access. Students, parents, and families will have access to their individual data and the data will be used educatively to help make decisions about instructional planning and delivery.

   Assessments used in the lab school will be designed so that student learning is assessed according to Virginia's 5C's: 1) critical thinking; 2) creative thinking; 3) communication; 4) collaboration; 5) citizenship.

   Formative and summative assessments will be used to monitor student progress in alignment with the Standards of Learning.

4. A description of plans for identifying, evaluating, and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Such plans must comply with applicable laws and regulations.

   All students in the lab school will retain their home status as Rockingham County Public School students. The lab school will work in consultation with RCPS officials to ensure that students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students receive the services outlined in their Individual Education Plans, Language Instruction Educational Program, 504 plan, and any academic improvement plan agreed upon by the student, family, and school officials.

   Additionally, JMU is home to the VDOE's Region 5 Technical Training and Assistance Centers, where supports are provided to teachers and students to scaffold and differentiate instruction, while implementing high leverage practices.

5. An explanation of the procedures for corrective actions needed in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the SOA. (*See* Part VIII of the SOA.)

   The lab school will implement the standards by which the Virginia Tiered Systems of Supports is in alignment across the Commonwealth. Additionally, the lab school will work closely in consultation with RCPS officials to implement Response to Intervention as an approach to identify and address students who may struggle with literacy. This includes providing training for teachers and instructional teams. The lab school believes that all students can learn and that the entire learning community is essential to support students who do not meet standards,

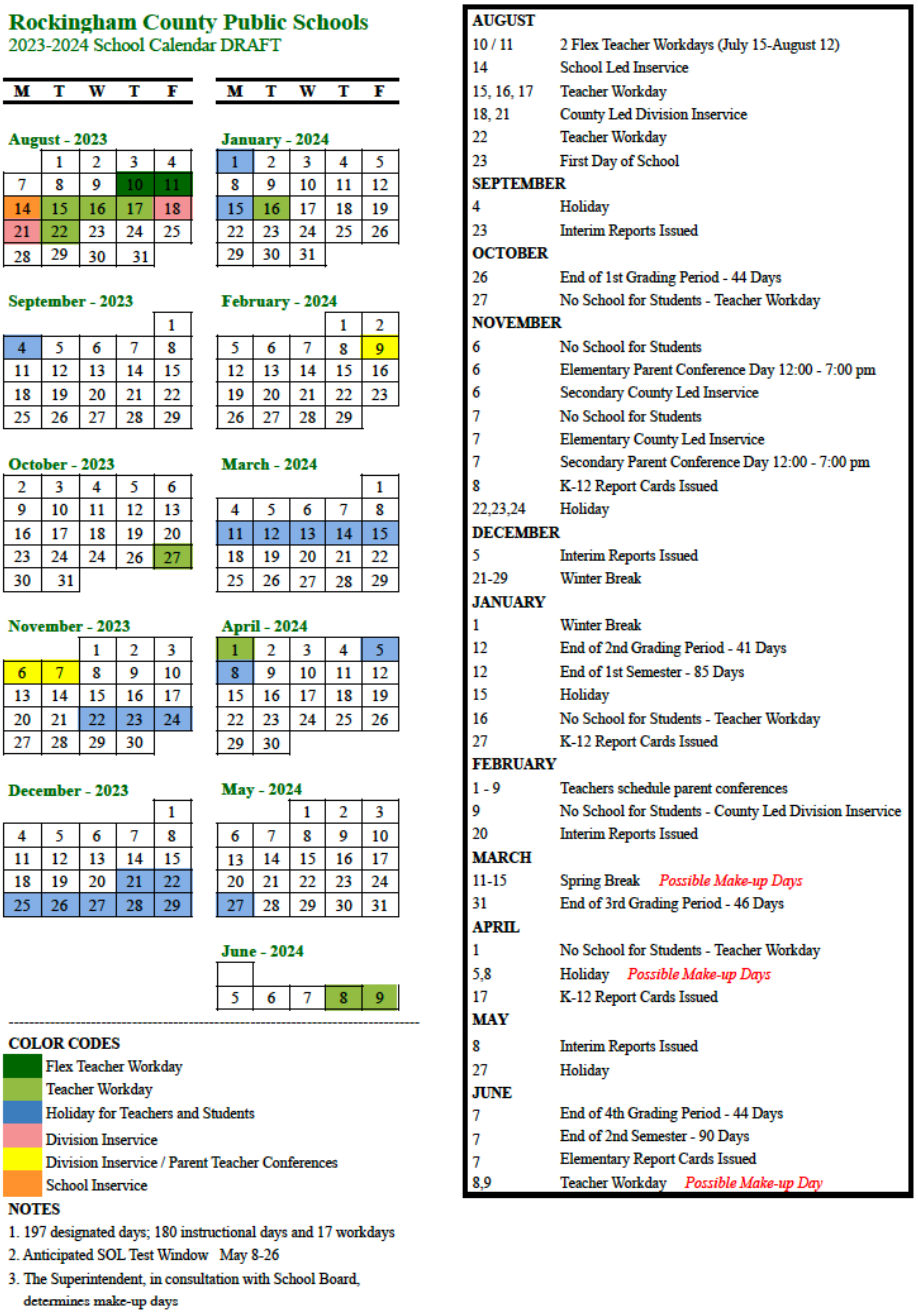
6. Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. (*See* § 22.1-253.13:2 of the *Code of Virginia*.)

   The following table shows projected enrollment Years 1-5:

	2023-24		2024-25		2025-26		2026-27		2027-28	
High School	Target	Grades	Target	Grades	Target	Grades	Target	Grades	Target	Grades
East Rockingham	50	9	100	9-10	125	9-11	150	9-12	150	9-12
Broadway	50	9	100	9-10	125	9-11	150	9-12	150	9-12
Spotswood			50	9	100	9-10	125	9-11	150	9-12
Turner Ashby			50	9	100	9-10	125	9-11	150	9-12
Total	100		300		425		550		600	

7. The proposed calendar and sample daily schedule.

The calendar for the lab school will follow the RCPS calendar, as shown below:



Rockingham County Public Schools
2023-2024 School Calendar DRAFT

August - 2023

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September - 2023

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October - 2023

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	24	26	27
30	31			

November - 2023

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December - 2023

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January - 2024

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February - 2024

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March - 2024

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April - 2024

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May - 2024

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June - 2024

M	T	W	T	F
5	6	7	8	9

COLOR CODES

- Flex Teacher Workday
- Teacher Workday
- Holiday for Teachers and Students
- Division Inservice
- Division Inservice / Parent Teacher Conferences
- School Inservice

NOTES

1. 197 designated days; 180 instructional days and 17 workdays
2. Anticipated SOL Test Window May 8-26
3. The Superintendent, in consultation with School Board, determines make-up days

AUGUST	
10 / 11	2 Flex Teacher Workdays (July 15-August 12)
14	School Led Inservice
15, 16, 17	Teacher Workday
18, 21	County Led Division Inservice
22	Teacher Workday
23	First Day of School
SEPTEMBER	
4	Holiday
23	Interim Reports Issued
OCTOBER	
26	End of 1st Grading Period - 44 Days
27	No School for Students - Teacher Workday
NOVEMBER	
6	No School for Students
6	Elementary Parent Conference Day 12:00 - 7:00 pm
6	Secondary County Led Inservice
7	No School for Students
7	Elementary County Led Inservice
7	Secondary Parent Conference Day 12:00 - 7:00 pm
8	K-12 Report Cards Issued
22,23,24	Holiday
DECEMBER	
5	Interim Reports Issued
21-29	Winter Break
JANUARY	
1	Winter Break
12	End of 2nd Grading Period - 41 Days
12	End of 1st Semester - 85 Days
15	Holiday
16	No School for Students - Teacher Workday
27	K-12 Report Cards Issued
FEBRUARY	
1 - 9	Teachers schedule parent conferences
9	No School for Students - County Led Division Inservice
20	Interim Reports Issued
MARCH	
11-15	Spring Break *Possible Make-up Days*
31	End of 3rd Grading Period - 46 Days
APRIL	
1	No School for Students - Teacher Workday
5,8	Holiday *Possible Make-up Days*
17	K-12 Report Cards Issued
MAY	
8	Interim Reports Issued
27	Holiday
JUNE	
7	End of 4th Grading Period - 44 Days
7	End of 2nd Semester - 90 Days
7	Elementary Report Cards Issued
8,9	Teacher Workday *Possible Make-up Day*

Below is sample of the potential daily schedule for students enrolled in the lab school. Students will be enrolled 50% at the lab school and 50% in their respective high school.

Daily Schedule:

8:12 - 9:37	Block 1	Interdisciplinary Content I
9:47 - 10:17	Advisory	Opportunities for enrichment and remediation
10:22 - 11:42	Block 2	Interdisciplinary Content II
11:47 - 1:35	Block 3 / Lunch	(electives or health and PE)
1:40 - 3:05	Block 4	(electives or health and PE)

Potential Daily Schedule:

ODD DAY

8:12 - 9:37	Block 1	Lab School Interdisciplinary Content I
9:47 - 10:17	Advisory	Opportunities for enrichment and remediation
10:22 - 11:42	Block 2	Lab School Interdisciplinary Content II
11:47 - 1:35	Block 3 / Lunch	Spanish I
1:40 - 3:05	Block 4	Band 9

EVEN DAY

8:12 - 9:37	Block 1	Lab School Interdisciplinary Content I
9:47 - 10:17	Advisory	Opportunities for enrichment and remediation
10:22 - 11:42	Block 2	Lab School Interdisciplinary Content II
11:47 - 1:35	Block 3 / Lunch	Technology Fundamentals
1:40 - 3:05	Block 4	Health and PE 9

8. A description of the performance-based goals and related measurable educational objectives to be achieved by the school. (*See* § 22.1-253.13:1 B of the *Code of Virginia*.)

   An evaluation of the performance-based goals and related measurable educational objectives are in alignment to § 22.1-253.13:1, whereas the Standards of Learning will be measured and assessed. Performance-based assessments will be used, including portfolios and projects that demonstrate evidence of learning. Goals and objectives for the lab school include:

   Goal 1: The Lab School for Innovation & Career Exploration will become the premier innovation hub for research and development in teaching, learning, and leadership.

   Objective 1: The lab school will develop, implement, and evaluate the effectiveness of instructional programs.

   Objective 2: The lab school will contribute to the education field, through peer-reviewed publications, studies, and presentations evidence-based findings from its implementation.

   Objective 3: The lab school will create frameworks of support for teachers and principals to maximize their efficacy and growth.

   Goal 2: The Lab School for Innovation & Career Exploration will maximize all students' potential academic and social growth.

   Objective 1: The lab school will demonstrate growth in student achievement for all students.

   Objective 2: The lab school will prepare graduates to begin college or career pathways upon completion of high school.

   Objective 3: The lab school will improve social responsibility in its students.

9. For each grade or course in the college partnership laboratory school, please provide a detailed description of how the SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the SOL, address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes. (*See* http://www.doe.virginia.gov/testing/index.shtml on the Department's website for more information about the SOL.)

A sampling of interdisciplinary courses has been created to indicate how content is addressed, along with the alignment to the Standards of Learning and Curriculum Framework.

Humanities: Studies in Reading, Writing, and Rhetoric

Humanities I (Cross walked with English 9): Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable sources of information. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Humanities II (Cross walked with English 10): The tenth-grade student will become a skilled communicator in small-group learning activities. The student will examine, analyze, and produce media messages. The student will continue development of vocabulary, with attention to connotations, idioms, allusions, and evolution of language. The student will read and analyze literary texts from a variety of eras and cultures. Attention will be given to the analysis of nonfiction texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.

Quantitative Reasoning and Communication

Integrated Mathematics I (Cross walked with Algebra I): This is an introductory algebra course that explores the properties of real numbers. Students will master linear equations. Students will learn how to solve, graph, and write linear equations, as well as solve and graph linear inequalities. Students will also be introduced to quadratic and polynomial functions. Students will also be introduced to quadratic and polynomial functions. This course will be integrated into their humanities, natural science, world and cultural studies, and designed-based thinking courses. The lab school will utilize a performance-based assessment.

Integrated Mathematics II (Cross walked with Geometry): This course includes basic concepts of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, quadrilaterals, similarity, area, surface area, volume, circles,

and an introduction to trigonometry. This course will be integrated into their humanities, natural science, world and cultural studies, and designed-based thinking courses. The lab school will utilize a performance-based assessment.

Integrated Mathematics III (Cross walked with Algebra II): Upon completion of the course, students should be able to use properties of numerical operations to perform calculations involving polynomials, identify zeros of polynomials and make connections between zeros of polynomials and solutions of geometry to extend trigonometry to model periodic phenomena, work with a variety of function families exploring the effects of transformations, analyze functions using different representations, build, interpret and compare functions including square root, cube root, piece-wise, trigonometric and logarithmic functions, identify appropriate functions to model situations, adjust parameters to improve the models, and compare models by analyzing appropriateness of fit. This course will be integrated into their humanities, natural science, world and cultural studies, and designed-based thinking courses. The lab school will utilize a performance-based assessment.

Data Analysis (Cross walked with Statistics and Probability): This course should focus primarily on summarizing, representing and interpreting data and making inferences, justifying conclusions representing using linear, quadratic and exponential relationships and modeling descriptively and analytically. Students will use technology as an integral part of this course to generate plots, regressions functions, and correlation coefficients; students will also simulate possible outcomes relatively quickly based on a given situation. As a co-requisite, students must take Integrated Mathematics II while taking Data Analysis. This course will be integrated into their humanities, natural science, world and cultural studies, and designed-based thinking courses. The lab school will utilize a performance-based assessment.

Design-Based Thinking: Problem-Solving in the 21st Century

While attending the lab school, students will engage in a project-based, design-based thinking sequence of courses.

Design-Based Thinking I – Principles of Problem-Solving: Through problems that engage and challenge, students explore a broad range of topics, including mechanisms, the strength of structures and materials, automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This course is taken concurrently with their natural science course and includes performance-based assessments.

Design-Based Thinking II – Human Systems: Students examine the interactions of human systems as they explore identity, power, movement, protection, and homeostasis. Students will engage in designing solutions related to the needs of human beings across the global context. This includes, but is not limited to the use of data acquisition software to monitor human movements and interactions, asking

learners to take on the roles of biomedical professionals to solve real-world epidemiological and medical cases. This course is taken concurrently with their natural science course and includes performance-based assessments.

Design-Based Thinking III – Computer Science Essentials: Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Design-Based Thinking IV: Computer Science Principles: Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

The Science of the Natural World

Our Natural Environment (Cross walked with Environmental Science): Students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course will be integrated into their humanities, quantitative reasoning and communication, world and cultural studies, and designed-based thinking courses. The lab school will utilize a performance-based assessment.

Biological Systems (Cross walked with Biology I and Biology II): Students develop a conceptual understanding of biological sciences. The course focuses on topics such as the cellular organization; molecular basis of heredity; biological change; interdependence of organisms; matter, energy, and organization in living systems;

and behavior of organisms. Students will learn these core ideas through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are the tools students will use, and skills they develop, as they investigate the natural world, and develop solutions to authentic problems generated in their English and social studies classes. This course will be integrated into their humanities, quantitative reasoning and communication, world and cultural studies, and designed-based thinking courses. The lab school will utilize a performance-based assessment.

World and Cultural Studies

Human Geography (Cross walked with World Geography): The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course will be integrated into their humanities, quantitative reasoning and communication, natural science, and designed-based thinking courses. The lab school will utilize a performance-based assessment.

World Cultures to 1500 (Cross walked with World History and Geography to 1500): Students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the 1500. Students develop the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. This course will be integrated into their humanities, quantitative reasoning and communication, natural science, and designed-based thinking courses. The lab school will a performance-based assessment.

Seminar/Collaborative Learning

The lab school will devote one class block per year to Seminar and Collaborative Learning. The freshman and sophomore seminar and collaborative learning block is designed to provide students with an opportunity to experience the excitement of working closely with the instructional teams, that will facilitate career exploration. During the academic year, students will rotate through authentic learning experiences derived from community-based challenges and problems that require a designed-based approach to address and solve within the career pathways of:

- education professions (teaching and education-related fields)
- health professions (nursing, occupational therapy, physical therapy)
- social services (counseling, social work, psychology)
- government/public administration (financial controller, municipal roles, policy/legal)
- aviation mechanics
- automotive
- business management
- computer/electronics

The seminar and collaborative learning block will be supported by the instructional team, led by the Lead Teacher, to include industry experts, JMU and Blue Ridge Community College faculty, paraprofessionals, and pre-service professionals.

Summer Service Learning (Mentorship and Apprenticeship)

The partnership laboratory school will offer summer service-learning opportunities for elective credit or Career and Technical Education credit as a Mentorship or Apprenticeship. For example, James Madison University, through the work of the Center for STEM Education and Outreach (https://www.jmu.edu/stemcenter/index.shtml), offers multiple youth programs in STEM Education. Students from the partnership laboratory school will have the opportunity to serve as mentors or "camp counselors" for such programs. This is just one of many summer youth programs that will serve as opportunities for students to engage in service through mentoring. Other examples include Adventure Day Camp, Camp UREC Purple, Camp UREC Gold, Arboretum Explorer Camp, College for Kids, Lego Robotics Camp, Science Explorers Camp, to name a few.

The crosswalk below shows a sampling of the Lab School courses that will be offered and how they are aligned with the Standards of Learning.

Crosswalk Between Courses and Standards of Learning/Frameworks

Lab School Course	Standard of Learning	Curriculum Framework
Humanities I	English 9	English 9
Humanities II	English 10	English 10 College and Career Readiness English Capstone Information
Integrated Mathematics I	Algebra I	Algebra I
Integrated Mathematics II	Geometry	Geometry
Integrated Mathematics III	Algebra II	Algebra II
Data Analysis	Statistics and Probability	Statistics and Probability
Design-Based Thinking I	Geometry Trigonometry Ecology	Geometry Trigonometry Ecology
Design-Based Thinking II	Anatomy and Physiology Geometry Trigonometry	Anatomy and Physiology Geometry Trigonometry
Design-Based Thinking III	Computer Mathematics Computer Sci Foundations Computer Sci Principles Computer Sci Programming	Computer Mathematics Computer Sci Foundations Computer Sci Principles Computer Sci Programming
Our Natural Environment	Environmental Science	Environmental Science
Biological Systems	Biology	Biology
Human Geography	World Geography	World Geography
World Cultures	World History/Geo to 1500	World History/Geo to 1500
Seminar/Collab	School Counseling	School Counseling
Summer Service Learning	N/A	N/A

10. A description of the school's assessment plan to obtain student performance data, which would include how these data will be used to monitor and improve achievement and how program effectiveness will be measured. The applicant must also provide benchmark data for how student achievement will be measured over a specified period of time. The applicant must address how these data will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Board. The benchmark data should address targets for student improvement to be met in each year.

    Given the heavy emphasis on project-based learning, performance assessments will be in alignment with the VDOE's guidelines for performance assessments, to include all elements from the Virginia Quality Criteria Review Tool for Performance Assessments found at https://doe.virginia.gov/testing/local_assessments/index.shtml#any. These elements include: 1) Standards/Intended Learning Outcomes; 2) Authenticity; 3) Language Use for Expressing Reasoning; 4) Success Criteria for Students; 5) Student Directions, Prompt, and Resources/Materials; 6) Accessibility; 7) Feasibility.

    As curriculum is developed for the lab school, assessments will be developed with the intention to provide benchmark data for student progress and to monitor progress over time. As the entire curriculum is developed, an assessment inventory will be created, using the VDOE tool found at https://doe.virginia.gov/testing/local_assessments/index.shtml#any. The lab school plans to offer a balanced assessment plan to ensure that multiple data points are gathered to make decisions about instructional programming and student progress, within the first year and across the subsequent four years to measure growth over time.

    All assessment data, within Year 1 and through Year 5, will analyze for gaps in achievement, disaggregated by subgroups to determine effectiveness of instruction.

11. A description of any assessment other than the SOL that may be used to measure progress during the academic year.

    With learning set in a interdisciplinary context, assessments to measure progress will be derived from multiple data points, that include:

    - Initial Assessments
    - Student projects (formative/summative)
    - Student writing samples (formative)
    - Anecdotal notes (formative)
    - Student study meetings (formative/summative)
    - Portfolio assessments (summative)

The following components should be addressed if applicable to the college partnership laboratory school:

12. A detailed description of any alternative accreditation plan, in accordance with the SOA (8VAC20-131-420), for which the college partnership laboratory school will request approval from the Board.

    N/A

13. A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

    Stipends for school teams will be provided to Lead Teachers, industry experts, paraprofessionals, and JMU/Blue Ridge faculty members. Additionally, students in grades 11-12 will have opportunity to enroll in up to 15 credit hours per year at either JMU (for pre-professional career exploration courses) or Blue Ridge (for general education courses).

14. If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate.

    Given the current climate surrounding the COVID-19 pandemic, the development and implementation of the laboratory school will take into consideration distance and hybrid learning as viable options to expand our level of engagement with learners across the Commonwealth. While the partnership laboratory school will potentially offer distance and hybrid options, these options *will not* duplicate or directly compete with the already available options through Virtual Virginia.

IV. ***Governance:*** The following components must be addressed:

1. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. (*See* § 22.1-299.2 B of the *Code of Virginia*.)

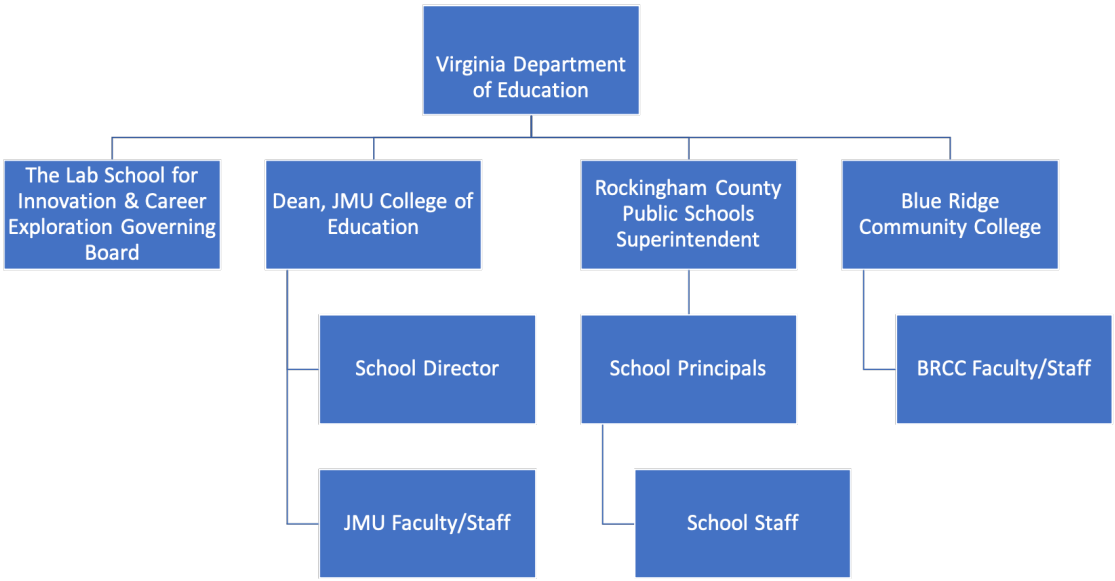
   The governing board of The Lab School for Innovation Career Exploration will include the following members, representing James Madison University (JMU), Rockingham County Public School (RCPS), and Blue Ridge Community College (BRCC):

   - James Madison University President (or designee)
   - James Madison University Alumni Representative
   - James Madison University Community Stakeholder

- Rockingham County Public Schools Superintendent (or designee)
- Rockingham County Public Schools Board Member
- Rockingham County Public Schools Community Stakeholder
- Blue Ridge Community College President (or designee)

2. A chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils, the Board, and any external organizations that will play a role in managing the school.

   The following organizational chart demonstrates the reporting structures of the lab school:



3. A clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart. This includes a description of the functions, roles, and duties of the governing board and its proposed composition and bylaws. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

   Governing Board: The governing board is comprised of members approved by the Virginia Department of Education. The governing board represents voices from stakeholders associated with the lab school. The board will provide shared governance of the lab school, including the establishment and revision of school policies and recommend significant and strategic decisions for the school. The governing board will be the authority to which school leadership is accountable for the instructional and operational aspects of the lab school.

   School Leadership:
   The **Dean of the College of Education** at James Madison University will provide oversight of the instructional aspects of the lab school, including supervision of the school Director. The Dean will serve as liaison between the JMU College of Education, Superintendent of Rockingham County Public Schools, and Blue Ridge Community College President. The Dean will secure university resources and facilitate partnerships with other university colleges/divisions. The Dean will report progress/updates to the lab school governing board.

   The **Superintendent** of Rockingham County Public Schools will provide oversight of the operational aspects of the lab school, including fiscal, staffing, and facilities. The Superintendent will provide supervision of the school Principal at each of the high schools where the lab school functions.

   The **President** of Blue Ridge Community College will provide oversight of instructional programming related to pre-professional pathways and dual enrollment processes at the community college.

   The **Director** of the lab school will be an administrative employee of the James Madison University College of Education, reporting directly to the Dean of the College of Education. The Director will provide oversight of the instructional programming and operational aspects of the lab school, working directly with the school principals of each high school. The Director will serve as a liaison between the lab school, Rockingham County Public Schools, and Blue Ridge Community College. The Director will provide supervision of faculty work at the lab school and any school staff employed by the JMU College of Education.

   The **School Principal** at each of the high schools where the lab school functions will provide recommendations and guidance to the school Director. The School Principals will provide supervision of all school staff employed by Rockingham County Public Schools.

4. A description of the governing board's relationship with the affiliated public or private institution of higher education and its Board of Visitors, any local school boards, parents, and community organizations.

   The governing board represents a shared model of governance with stakeholders each from James Madison University, Rockingham County Public Schools, and Blue Ridge Community College. One JMU Alumni representative shall be appointed by the Virginia Department of Education to serve on the governing board. One Rockingham County School Board member shall be appointed by Rockingham County Public Schools to serve on the governing board. The community stakeholders representing James Madison University and Rockingham County may be community industry partner (appointed by the James Madison University President) and a parent (appointed by the Rockingham County School Board).

V. ***Management Structure:*** The following components must be addressed:

1. A staffing chart for the school's first year and a staffing plan for the term of the contract.

   The following table demonstrates the staffing plan for Year 1, with a plan for 50 9th grade students at East Rockingham HS and 50 9th grade students at Broadway HS.

Position	Number	Employed By
Director	1	JMU
Lead Teacher	2	RCPS
Paraprofessional	4	RCPS
Industry Experts	4	Industry
JMU Faculty	2	JMU
Blue Ridge Faculty	2	BRCC
JMU Pre-service	4	JMU
Graduate Assistants	2	JMU
School Counselor	2	RCPS
Social Worker	2	RCPS
School Nurse	2	RCPS

2. Plans for recruiting and developing school leadership and staff.

   The Director position will be advertised in JMU's Job Link platform by January 2023. A search committee will include stakeholders from JMU, RCPS, and BRCC. The Director will be hired no later than March 2023.

JMU and BRCC Faculty will be identified within the university and community college, in consultation with RCPS. Course reassignments will be provided to JMU and BRCC Faculty by the JMU lab school budget.

Lead Teacher (1 per school) in Year 1 will be assigned by the School Principal at East Rockingham HS and Broadway HS, in consultation with the Superintendent, JMU, and Blue Ridge. Lead Teachers will be identified no later than April 2023. A stipend will be provided to each Lead Teacher by the JMU lab school budget.

Paraprofessionals (2 per school) in Year will be assigned by the School Principal at East Rockingham HS and Broadway HS, in consultation with the Superintendent, JMU, and Blue Ridge. Paraprofessionals will be identified no later than April 2023. A stipend will be provided to each paraprofessional by the JMU lab school budget.

Industry experts (4 in total) will be recruited by JMU, BRCC, and RCPS leadership, aligned with the community project needs, as determined no later than June 2023. Industry experts will be provided with a stipend paid for by the JMU lab school budget.

JMU pre-service professionals, to include school counseling and teacher education programs will be assigned to the lab school, in consultation with the School Principals. Pre-service professionals will be identified no later than June 2023.

Graduate Assistants will be recruited through the JMU Graduate School and identified no later than June 2023.

School Counselor, Social Worker, and School Nurse assigned to East Rockingham and Broadway will interface with the lab school and serve students as applicable.

Instructional staff (Director, Lead Teacher, JMU Faculty, BRCC Faculty, Industry Experts) will begin work on curriculum development in June 2023, including identifying community needs for interdisciplinary project-based focus. JMU/BRCC Faculty will lead professional learning opportunities for all instructional staff. Professional learning and training will begin July 2023. Stipends will be provided to all instructional staff for curriculum development, compensation to all attending training, and compensation for JMU/BRCC Faculty in developing training. All members of the educational team will engage in July training (including paraprofessionals and pre-service professionals).

3. A description of the academic/professional experience/qualifications of the college partnership laboratory school's leadership and proposed faculty who will teach at the school.

School Director will possess the following qualifications:

- Minimum of master's degree in Educational Leadership or related field
- Professional Virginia educator's license with endorsement in Administration/Supervision
- 3 years of successful teaching experience
- Demonstrated record of significant leadership experience, preferably in the P-12 setting
- Demonstrated knowledge/experience in working with higher education partners
- Demonstrated commitment to improving school quality and teacher effectiveness

Lead Teacher at each school will possess the following qualifications:

- Bachelor's degree in education or related field; master's preferred
- Professional Virginia educator's license
- 5 years of successful teaching experience
- Demonstrated record of improving student achievement
- Demonstrated record of building relationships with students, families, and other community/school members
- Demonstrated ability to lead teams
- Willingness to reflect on feedback provided and demonstrated ability to give effective feedback to team members

Industry Experts

- Credentialed in the field of expertise, as recognized by industry standards
- Ability to effectively work with children
- At least 3 years of experience in the field of expertise
- Ability to work well as a team member
- Willingness to reflect on feedback

JMU Faculty

- Master's degree in related field; doctoral degree preferred
- Demonstrated successful record of teaching in public schools
- Significant contributions to teaching, scholarship, and service in the areas of professional expertise
- Strong background in curriculum development
- Ability to work well with teams
- Ability to create high-quality professional learning for educators

- Ability to provide high-quality professional learning experiences for educators
- Willingness to reflect on feedback

4. An assurance that the applicant will meet the conditions in § 22.1-349.9 of the *Code of Virginia*, which states that "teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4 that are applicable to teachers employed by a local school board."

   Teachers who work in the lab school will be required to hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in the lab school will be subject to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4 applicable to teachers employed by a local school board. The lab school will comply with all federal, state, and local laws regarding background checks for those adults in direct contact with students enrolled in the laboratory school. Background checks will be monitored through the College of Education's Education Support Center for JMU Faculty, staff, and students; background checks will be monitored through Rockingham County Public Schools for Lead Teachers, Industry Experts, School Counselors, School Nurse, Social Workers, and Paraprofessionals.

5. The school's leadership and teacher employment policies, including performance evaluation plans. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

   The Director of the lab school will be classified as Administrative and Professional Faculty and will follow all guidelines for personnel in accordance to JMU policy, as outlined in the JMU Administrative and Professional Faculty Handbook at https://www.jmu.edu/humanresources/handbooks/ap-faculty/index.shtml. Performance appraisals will occur in alignment with JMU timelines, policies, and procedures.

   Teacher employment will occur with Rockingham County Public Schools. Lead teachers will adhere to all personnel policies as outlined at https://go.boarddocs.com/va/rockingham/Board.nsf/goto?open&id=B562WG042B50.

6. A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulations regarding Board licenses and endorsements. (*See* § 22.1-349.9 of the *Code of Virginia*.)

   All qualifications of the teachers and administrators at the lab school will be in compliance with state regulations. For positions that require licensure and endorsement areas, JMU faculty/staff will be monitored by the JMU Educational Support Center; RCPS faculty/staff will be monitored by RCPS Human Resources. BRCC will monitor license and endorsement areas, as applicable, according the human resources policies outlined at https://www.brcc.edu/hr/hr-policies/.

7. A plan to provide high-quality professional development programs (*See* § 22.1-253.13:5 of the *Code of Virginia*.)

   High-quality professional development programs will be provided for all staff members of the lab school team. This includes alignment to the Standards of Quality (Standard 5) on quality of classroom instruction and educational leadership. This will be achieved in the following ways:

   - Engagement of instructional staff in the Virginia New Teacher Support Program, with coaching support aligned with the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.
   - Engagement of school Director with the Virginia Principal Support Program, with coaching support aligned with *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals.*
   - Engagement of both instructional staff and school Director in analysis of formative and summative assessments to determine patterns/trends in teaching and learning.

- Reciprocal professional learning between JMU Faculty, BRCC Faculty, instructional staff, and school leadership, including professional learning communities that study teaching and learning effectiveness at the lab school.
- Professional learning needs will be established in consultation and collaboration with RCPS administrators.
- Weekly professional learning community meetings will be part of the lab school's plan for high-quality professional learning and will be contextualized to school and community needs.

8. Provisions for the evaluation of staff at regular intervals.

   All staff will be evaluated regularly. While official performance appraisals will be conducted in accordance with university and school division policy, ongoing feedback will be part of the norm and the culture of the lab school. This includes formative, anecdotal, and formal feedback, with the goal of feedback serving as educative for professional growth.

   Evaluation of staff will always include multiple data points, rather than snapshots in time. These data points will include:

   Instructional Coaching (at least once a week)
   Learning Walks (weekly)
   Classroom Walk-Throughs (weekly)
   Professional Learning Communities (weekly)
   Peer Observation (monthly)
   Assignment Analysis (bi-weekly)
   Equity Audits (bi-weekly)
   Formal Evaluations (four times a year)

9. Provisions for a human resource policy for the school that is consistent with state and federal law.

   All personnel human resources will be consistent with state and federal law and will be aligned with JMU, BRCC, and RCPS policy for personnel.

   JMU HR Policies: https://www.jmu.edu/humanresources/handbooks/ap-faculty/index.shtml

   BRCC HR Policies: https://www.brcc.edu/hr/hr-policies/

   RCPS HR Policies: https://go.boarddocs.com/va/rockingham/Board.nsf/goto?open&id=B562WG042B50

10. An explanation of any partnerships or contractual relationships central to the college partnership laboratory school's operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary services. Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. (*See* § 22.1-349.3 C of the *Code of Virginia*.)

    Since the lab school will be operated within the RCPS high schools, all services provided for students will be part of the RCPS services, including food services, transportation, school health, custodial, and security services. All services provided will be in alignment with § 22.1-349.3.

11. Notification to all school employees of the terms and conditions of employment.

    JMU School Director will receive an Administrative Professional Faculty contract that outlines the terms and conditions of employment.

    RCPS Lead Teacher and RCPS staff will adhere to the terms and conditions of employment as outlined in HR policy.

12. Information and materials indicating how parents, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.

    Rockingham County School Board has been an integral partner in the development of this application. The concept of the lab school has been part of the RCPS School Board agendas and working sessions for more than one year. Parents have had opportunity to comment through public comments on the lab school, as well as through their School Board representative.

    Given the research on the value-added by parents and guardians active in the education of their children, the lab school will strive to foster, nurture, and sustain strong relationships with the parents and guardians of students. This will provide the following opportunities and expectations for parent and guardian involvement. Additional opportunities for parent and community involvement will occur through serving on the governing board, Parent Guardian Teacher Association, flexible scheduling of parent/teacher/student conferences.

13. Plans and timelines for student recruitment and an open enrollment process for any child who is a resident of the Commonwealth, including lottery procedures if sufficient space is unavailable. Please include a description of the lottery process to be used to determine school enrollment on a space-available basis and a time line for when the lottery process will begin for the first academic year of

enrollment and when parents will be notified of the outcome of the lottery process. (*See* § 22.1-349.3 of the *Code of Virginia*.)

The lab school student recruitment and open enrollment process will begin as early as January 2023. In consultation between RCPS high school counselors and RCPS middle school counselors, 8th grade students will be identified for potential lab school students in Year 1 9th grade at East Rockingham HS and Broadway HS. Enrollment in Year 1 will be limited to 50 9th grade students per school. Once students are enrolled in 9th grade, they will automatically be admitted the subsequent year unless they wish to give up their seat and return to their neighborhood high school. This must be done in writing by a parent or guardian and confirmed by the Director of the School and Dean of the College of Education. For Spotswood and Turnery Ashby in Year 2, the same system and timeline will occur.

For students who matriculate to grade 11 in Year 3, 25 slots per school will be available for continuation of JMU-specific programming, where students may take classes at JMU for college credit. This process will repeat in Years 4 and 5.

To ensure that open enrollment is representative of the RCPS demographics, a lottery system will be implemented to collect the following information:

Legal Name
Date of Birth
Parent/Legal Guardian Name(s)
Place of Residence
Gender
Race/Ethnicity

14. Any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable. Consistent with a college partnership laboratory school's mission and purpose that may address special populations of students, the applicant must indicate how to ensure that community outreach has been undertaken so that special populations are aware of the formation of the college partnership laboratory school and that enrollment is open to all students residing in the Commonwealth. Pursuant to § 22.1-349.3 B of the Code of Virginia, enrollment in a college partnership laboratory school "shall be open through a lottery process on a space-available basis to any student who is deemed to reside within the Commonwealth. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process, and parents shall be informed of their student's position on the list."

    To ensure undue and unreasonable stress on parents/guardians, younger siblings in the same household as students enrolled at the lab school will be given priority for admission into the laboratory school. All enrollment-related policies and procedures will be consistent at all lab school sites and aligned with § 22.1-349.3.

15. A model *Student Code of Conduct* policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies for special education students.

    All policies addressing student behavior, discipline, and participation in school activities will follow the Rockingham County Public Schools guidelines, found at https://go.boarddocs.com/va/rockingham/Board.nsf/goto?open&id=B56373056CE5.

16. A detailed school start-up plan that identifies tasks, timelines, and responsible individuals.

The following table outlines a plan for start-up, Year 1

Tasks	Start-Completed	Responsible Individuals
Governing Board Established • Confirmation of governing board members	Oct. 2022-Jan. 2023	• Dean, JMU • Superintendent, RCPS • President, BRCC
Instructional Space Preparations • Identification of space at East Rockingham HS and Broadway HS	Jan. 2023	• Principals, East Rockingham/Broadway
Instructional Space Renovations • Renovate spaces for lab school instruction	Jan. 2023-Jun. 2023	• Principals, East Rockingham/Broadway • Superintendent, RCPS • Dean, JMU
Director Search • Form search committee, post position, conduct interviews, offer contract	Nov. 2022-Mar. 2023	• Dean, JMU • Superintendent, RCPS
Student Recruitment Plan • Develop plan for recruiting 9th grade class	Dec. 2022	• School Counselors, East Rockingham/Broadway
Student Recruitment • Conduct recruitment events for 9th grade class	Jan. 2023-Jul. 2023	• School Counselors, East Rockingham/Broadway • Director, JMU
Lead Teacher Selection • Identify and select lead teachers	Apr. 2023	• Principals, East Rockingham/Broadway
JMU/BRCC Faculty Recruitment • Identify faculty for lab school engagement	Jan. 2023-Mar. 2023	• Dean, JMU • President, BRCC
JMU Pre-service Recruitment • Identify pre-service professionals for lab school placements	Jan. 2023-Mar. 2023	• Executive Director, JMU
Curriculum Development • Develop curriculum framework for 2023-24 year	Jun. 2023-Jul. 2023	• JMU Faculty • BRCC Faculty • Director, JMU
Industry Expert Identification • Recruit/identify industry experts	Jun. 2023	• Director, JMU • Principals, East Rockingham/Broadway
Professional Development • Training of staff on curriculum framework	Jul. 2023-Aug. 2023	• Director, JMU • JMU Faculty • BRCC Faculty

17. A description of co-curricular and extracurricular programs and how these programs will be funded and delivered.

    Co-curricular and extracurricular programs will be offered through RCPS. Students attending the lab school will be able to participate in regularly-scheduled athletic programs, band, agricultural, and interest clubs/groups. Students at the lab school will have opportunities for co-curricular programming at JMU and Blue Ridge Community College, funded by start-up funds and project per pupil expenditures for field trips.

18. A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

    In addition to financial incentives for lab school staff (stipends), opportunities for collaboration across disciplines, with industry experts and university/college faculty are part of the operational partnerships that are natural for the lab school. Funding for curriculum development, collaborative planning, professional learning, and shared governance are all operational incentives included with the lab school concept. Support for early career teachers and principals, study of what works best, grounded in evidence, dissemination of those practices across the Commonwealth and nation, will help to transform teaching and learning, not only in the Commonwealth, but also beyond.

VI. ***Financial and Operations Information:*** The following components must be addressed:

1. A description of the college partnership laboratory school's financial plan and policies, including financial controls and audit requirements in accordance with generally accepted accounting principles.

   JMU will serve as the fiduciary for the lab school program. Partial ADM from RCPS will serve as the funding model.

   For JMU-related expenses, the lab school will operate under the office of the Associate Vice President for Finance. The laboratory school will be under the financial control and meet all auditing requirements set forth by the Office of the Assistant Vice President for Finance and articulated in the Finance Procedures Manual (https://www.jmu.edu/financemanual/index.shtml).

   For RCPS-related expenses, the lab school will operate under financial control of the RCPS School Board and meet all auditing requirements set forth by state and federal rules.

   For BRCC-related expenses, the lab school will operate under financial control of the BRCC and meet all auditing requirements set forth by state and federal rules.

2. Start-up and five-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.

   The table below shows the start-up funds needed in 2022-2023 to prepare for Years 1 and 2, for 50 students in 9th grade at East Rockingham HS and 50 students in 9th grade at Broadway HS, with expansion in Year 2 to 50 at Spotswood HS and 50 at Turner Ashby HS. The funding model for this lab school is to support the students reassigned from RCPS to the Lab School, with JMU as the fiduciary lead. A budget explanation follows.

Year 0 (2022-23): $1,000,000-START-UP FUNDING

Year 0-Start-up (2022-23)			
		Student Total	100
Category	Number	Rate	Total
Stipends for Teachers	2	7500	15000
Stipends for Industry Experts	4	6500	26000
Stipends for Paraprofessionals	4	3000	12000
FICA for Stipends	10	1232.5	12325
Graduate Assistants	1	19000	19000
School Director	0.5	100000	50000
School Director Fringe	0.5	32000	16000
Faculty Overload	4	10000	40000
Faculty Overload Fringe	4	725	2900
Office Expenses, Supplies, Postage	15	600	9000
LINQ, Powerschool, Admin Support	100	250	25000
Curriculum & Books	100	750	75000
Staff Development	12	1000	12000
Classroom Technology, Furniture, Cap Assets	1	200000	200000
Advertising & Marketing	1	10000	10000
Staff Travel	15	2000	30000
Facilities Renovations	1	200000	200000
Research & Partnerships	1	100000	100000
IT Support/Licenses/Repair	1	35775	35775
Teacher Induction	25	2000	50000
Principal Support	20	3000	60000
Total			1000000

Start-up funds for 2022-2023 include the following, in order to initiate needs for the lab school at both East Rockingham HS and Broadway HS in Year 1 and to prepare Spotswood HS and Turner Ashby HS for Year 2:

Stipends-$65,325
Stipends are provided as incentives for the lead teacher, industry experts, and paraprofessionals who will engage with the lab school planning. Lead teachers are provided with $7500, industry experts provided with $6500, and paraprofessionals provided with $3000. The budgeted amount includes 7.25% in cost for FICA.

Graduate Assistants (2 at 0.5)-$19,000
The cost for each in-state graduate assistants includes a stipend for $9,000 plus $9,000 for in-state tuition at 9 credit hours for fall and spring semesters. One graduate assistant will be assigned to the School Director. The other graduate assistant will be assigned to work between the school sites. The budget amount is for 2 @ 0.5 graduate assistants to start in January 2023.

School Director (1 at 0.5)-$66,000

The budgeted line for School Director is $100,000 salary plus 32% in fringe benefits. It is anticipated half of the salary and benefits will be spent in the start-up year, with the full salary and benefits to begin in Year 1. This competitive compensation is designed to recruit a highly effective instructional leader who can provide a vision for innovation in teaching, learning, and leadership.

Faculty Overloads-$42,900
Faculty overloads include compensation for a $10,000 stipend plus FICA. Two faculty from JMU and two faculty from BRCC will be assigned to work with the lab school teams, providing leadership in curriculum development and professional development.

Office Expenses, Supplies, Postage-$9,000
This rate is calculated at $600 per staff member for the year.

Power School/Admin Support-$25,000
Powerschool is the cloud-based learning management system used by teachers, students, and parents for teaching, learning, and assessment progress. The average cost for Powerschool is approximately $250 per student for one year. This purchase is included in the start-up budget to prepare for Year 1.

Curriculum & Books-$75,000
The cost per student is approximately $750 for curriculum books and materials. This purchase is included in the start-up budget to prepare for Year 1.

Staff Development-$12,000
For the lab school teams to engage in initial staff development during the start-up year. This amount includes estimated costs for consultants, speakers, and materials.

Classroom Technology/Furniture/Capital Assets-$200,000
Capital expenditures will not exceed $200,000 and to cover expenses related to classroom space preparation/design for innovative teaching and learning. The spaces will include sites at East Rockingham HS, Broadway HS, Spotswood HS, Turner Ashby HS, JMU (Memorial Hall), and BRCC.

Advertising & Marketing-$10,000
Advertising and marketing for the lab school will be ongoing. This budget line will cover costs for marketing materials, events, and media spots.

Staff Travel-$30,000
For lab school teams to travel by visiting innovative schools and to share their work at the state and national stages, the cost for one year is approximately $2,000 per person, including airfare, mileage, meals, hotels.

Facilities Renovations-$200,000
This is to cover expenses related to renovating classroom spaces at the four high schools (East Rockingham HS/Broadway HS as priority for Year 1 and Spotswood HS/Turner Ashby, JMU (Memorial Hall), and BRCC to prepare for Years 2 and 3) to accommodate the workforce redesign model, where students and staff can move flexibly and safely.

Research & Partnerships-$100,000
To study the effectiveness of the lab school, approximately 10% of the total budget is standard for program evaluation, research, and data analysis.

IT Support/Licenses/Repair-$35,775
IT support, licenses for instructional technology, and repair is budgeted to ensure that instructional technology access is uninterrupted.

Teacher Induction-$50,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia New Teacher Support Program is $2000 per participant, including coaching for teachers, training for instructional coaches, and monthly professional development.

Principal Support-$60,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia Principal Support Program is $3000 per participant, including coaching for principals, training for principal advisors and supervisors, and monthly professional development.

Years 1-5 show operational costs, funded by per pupil expenditures (ADM @ $11,253 per student for 75% of the instructional day):

Year 1 (2023-2024): $844,400

Year 1 2023-2024 (East Rockingham/Broadway)			
		Student Total	100
Category	Number	Rate	Total
Stipends for Teachers	2	7500	15000
Stipends for Industry Experts	4	6500	26000
Stipends for Paraprofessionals	4	3000	12000
FICA for Stipends	10	1232.5	12325
Graduate Assistants	2	19000	38000
School Director	1	100000	100000
School Director Fringe	1	32000	32000
Faculty Overload	4	20000	80000
Faculty Overload Fringe	4	6400	25600
Office Expenses, Supplies, Postage	100	250	25000
LINQ, Powerschool, Admin Support	100	250	25000
Curriculum & Books	100	750	75000
Staff Development	12	1000	12000
Classroom Technology, Furniture, Cap Assets	1	50000	50000
Advertising & Marketing	1	10000	10000
Staff Travel	15	2000	30000
Facilities Renovations	1	25000	25000
Research & Partnerships	1	84075	84075
IT Support/Licenses/Repair	1	57000	57000
Teacher Induction	25	2000	50000
Principal Support	20	3000	60000
Total			844000
Revenue	100	8440	844000

Year 1 (2023-2024) includes total budget of $844,000, with 75% of ADM provided to JMU as fiduciary.

Stipends-$65,325
Stipends are provided as incentives for the lead teacher, industry experts, and paraprofessionals who will engage with the lab school planning. Lead teachers are provided with $7500, industry experts provided with $6500, and paraprofessionals provided with $3000. The budgeted amount includes 7.25% in cost for FICA.

Graduate Assistants $38,000
The cost for each in-state graduate assistants includes a stipend for $9,000 plus $9,000 for in-state tuition at 9 credit hours for fall and spring semesters. One graduate assistant will be assigned to the School Director. The other graduate assistant will be assigned to work between the school sites.

School Director-$132,000
The budgeted line for School Director is $100,000 salary plus 32% in fringe benefits. This competitive compensation is designed to recruit and retain a highly effective instructional leader who can provide a vision for innovation in teaching, learning, and leadership.

Faculty Overloads-$105,600
Faculty overloads include compensation for a 1 course reassignment, replacing salary and fringe benefits. Two faculty from JMU and two faculty from BRCC will be assigned to work with the lab school teams, providing leadership in curriculum development and professional development.

Office Expenses, Supplies, Postage-$25,000
This rate is calculated at $250 per student for the year.

Power School/Admin Support-$25,000
Powerschool is the cloud-based learning management system used by teachers, students, and parents for teaching, learning, and assessment progress. The average cost for Powerschool is approximately $250 per student for one year.

Curriculum & Books-$75,000
The cost per student is approximately $750 for curriculum books and materials.

Staff Development-$12,000
For the lab school teams to engage in ongoing staff development. This amount includes estimated costs for consultants, speakers, and materials.

Classroom Technology/Furniture/Capital Assets-$50,000
To cover expenses related to classroom instruction physical needs for innovative teaching and learning.

Advertising & Marketing-$10,000
Advertising and marketing for the lab school will be ongoing. This budget line will cover costs for marketing materials, events, and media spots.

Staff Travel-$30,000
For lab school teams to travel by visiting innovative schools and to share their work at the state and national stages, the cost for one year is approximately $2,000 per person, including airfare, mileage, meals, hotels.

Facilities Renovations-$25,000
This is to cover expenses related to renovating classroom spaces at the four high schools, JMU (Memorial Hall), and BRCC to accommodate the workforce redesign model, where students and staff can move flexibly and safely.

Research & Partnerships-$84,075
To study the effectiveness of the lab school, approximately 10% of the total budget is standard for program evaluation, research, and data analysis.

IT Support/Licenses/Repair-$57,000
IT support, licenses for instructional technology, and repair is budgeted to ensure that instructional technology access is uninterrupted.

Teacher Induction-$50,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia New Teacher Support Program is $2000 per participant, including coaching for teachers, training for instructional coaches, and monthly professional development.

Principal Support-$60,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia Principal Support Program is $3000 per participant, including coaching for principals, training for principal advisors and supervisors, and monthly professional development.

Year 2 (2024-2025): $1,688,100

Year 2 (2024-2025)-East Rockingham/Broadway/Spotswood/Turner Ashby			
		Student Total	300
Category	Number	Rate	Total
Stipends for Teachers	6	7500	45000
Stipends for Industry Experts	6	6500	39000
Stipends for Paraprofessionals	6	3000	18000
FICA for Stipends	18	1232.5	22185
Graduate Assistants	5	19000	95000
School Director	1	105000	105000
School Director Fringe	1	33600	33600
Faculty Overload	6	25000	150000
Faculty Overload Fringe	6	8000	48000
Office Expenses, Supplies, Postage	300	300	90000
LINQ, Powerschool, Admin Support	300	250	75000
Curriculum & Books	300	1000	300000
Staff Development	12	1250	15000
Classroom Technology, Furniture, Cap Assets	1	75000	75000
Advertising & Marketing	1	10000	10000
Staff Travel	20	2000	40000
Facilities Renovations	1	75000	75000
Research & Partnerships	1	168000	168000
IT Support/Licenses/Repair	1	64315	64315
Teacher Induction	50	2000	100000
Principal Support	40	3000	120000
Total			1688100
Revenue	300	5627	1688100

Year 2 (2024-2025) includes total budget of $1,688,100, with 50% of ADM provided to JMU as fiduciary:

Stipends-$124,185
Stipends are provided as incentives for the lead teacher, industry experts, and paraprofessionals who will engage with the lab school planning. Lead teachers are provided with $7500, industry experts provided with $6500, and paraprofessionals provided with $3000. The budgeted amount includes 7.25% in cost for FICA.

Graduate Assistants $95,000
The cost for each in-state graduate assistants includes a stipend for $9,000 plus $9,000 for in-state tuition at 9 credit hours for fall and spring semesters. One graduate assistant will be assigned to the School Director. The other graduate assistants will be assigned to work between the school sites.

School Director-$138,600
The budgeted line for School Director includes a 5% salary increase plus 32% in fringe benefits. This competitive compensation is designed to recruit and retain a highly effective instructional leader who can provide a vision for innovation in teaching, learning, and leadership.

Faculty Overloads-$198,000
Faculty overloads include compensation for a 1 course reassignment, replacing salary and fringe benefits. Two faculty from JMU and two faculty from BRCC will be assigned to work with the lab school teams, providing leadership in curriculum development and professional development.

Office Expenses, Supplies, Postage-$90,000
This rate is calculated at $300 per student for the year.

Power School/Admin Support-$75,000
Powerschool is the cloud-based learning management system used by teachers, students, and parents for teaching, learning, and assessment progress. The average cost for Powerschool is approximately $250 per student for one year.

Curriculum & Books-$300,000
The cost per student is approximately $1,000 for curriculum books and materials.

Staff Development-$15,000
For the lab school teams to engage in ongoing staff development. This amount includes estimated costs for consultants, speakers, and materials.

Classroom Technology/Furniture/Capital Assets-$75,000
To cover expenses related to classroom instruction physical needs for innovative teaching and learning.

Advertising & Marketing-$10,000
Advertising and marketing for the lab school will be ongoing. This budget line will cover costs for marketing materials, events, and media spots.

Staff Travel-$40,000
For lab school teams to travel by visiting innovative schools and to share their work at the state and national stages, the cost for one year is approximately $2,000 per person, including airfare, mileage, meals, hotels.

Facilities Renovations-$75,000
This is to cover expenses related to renovating classroom spaces at the four high schools, JMU (Memorial Hall), and BRCC to accommodate the workforce redesign model, where students and staff can move flexibly and safely.

Research & Partnerships-$168,000
To study the effectiveness of the lab school, approximately 10% of the total budget is standard for program evaluation, research, and data analysis.

IT Support/Licenses/Repair-$64,315
IT support, licenses for instructional technology, and repair is budgeted to ensure that instructional technology access is uninterrupted.

Teacher Induction-$100,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia New Teacher Support Program is $2000 per participant, including coaching for teachers, training for instructional coaches, and monthly professional development.

Principal Support-$120,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia Principal Support Program is $3000 per participant, including coaching for principals, training for principal advisors and supervisors, and monthly professional development.

Year 3 (2025-2026): $2,391,475

Year 3 (2025-2026)-East Rockingham/Broadway/Spotswood/Turner Ashby			
		Student Total	425
Category	Number	Rate	Total
Stipends for Teachers	6	7500	45000
Stipends for Industry Experts	8	6500	52000
Stipends for Paraprofessionals	8	3000	24000
FICA for Stipends	22	1232.5	27115
Graduate Assistants	5	19000	95000
School Director	1	110250	110250
School Director Fringe	1	35280	35280
Faculty Overload	8	25000	200000
Faculty Overload Fringe	8	8000	64000
Office Expenses, Supplies, Postage	425	300	127500
LINQ, Powerschool, Admin Support	425	250	106250
Curriculum & Books	425	1000	425000
Staff Development	12	1500	18000
Classroom Technology, Furniture, Cap Assets	1	60000	60000
Advertising & Marketing	1	15580	15580
Staff Travel	25	2000	50000
Facilities Renovations	1	60000	60000
Research & Partnerships	1	239000	239000
IT Support/Licenses/Repair	1	65000	65000
Teacher Induction	80	2000	160000
Principal Support	75	3000	225000
JMU Tuition Support	25	4500	112500
Blue Ridge Tuition Support	25	3000	75000
Total			2391475
Revenue	425	5627	2391475

Year 3 (2025-2026) includes total budget of $2,391,475 with 50% of ADM provided to JMU as fiduciary:

Stipends-$148,115
Stipends are provided as incentives for the lead teacher, industry experts, and paraprofessionals who will engage with the lab school planning. Lead teachers are provided with $7500, industry experts provided with $6500, and paraprofessionals provided with $3000. The budgeted amount includes 7.25% in cost for FICA.

Graduate Assistants $95,000
The cost for each in-state graduate assistants includes a stipend for $9,000 plus $9,000 for in-state tuition at 9 credit hours for fall and spring semesters. One graduate assistant will be assigned to the School Director. The other graduate assistants will be assigned to work between the school sites.

School Director-$145,530
The budgeted line for School Director includes a 5% salary increase plus 32% in fringe benefits. This competitive compensation is designed to recruit and retain a highly effective instructional leader who can provide a vision for innovation in teaching, learning, and leadership.

Faculty Overloads-$264,000
Faculty overloads include compensation for a 1 course reassignment, replacing salary and fringe benefits. Two faculty from JMU and two faculty from BRCC will be assigned to work with the lab school teams, providing leadership in curriculum development and professional development.

Office Expenses, Supplies, Postage-$127,500
This rate is calculated at $300 per student for the year.

Power School/Admin Support-$106,250
Powerschool is the cloud-based learning management system used by teachers, students, and parents for teaching, learning, and assessment progress. The average cost for Powerschool is approximately $250 per student for one year.

Curriculum & Books-$425,000
The cost per student is approximately $1,000 for curriculum books and materials.

Staff Development-$18,000
For the lab school teams to engage in ongoing staff development. This amount includes estimated costs for consultants, speakers, and materials.

Classroom Technology/Furniture/Capital Assets-$60,000
To cover expenses related to classroom instruction physical needs for innovative teaching and learning.

Advertising & Marketing-$15,580
Advertising and marketing for the lab school will be ongoing. This budget line will cover costs for marketing materials, events, and media spots.

Staff Travel-$50,000
For lab school teams to travel by visiting innovative schools and to share their work at the state and national stages, the cost for one year is approximately $2,000 per person, including airfare, mileage, meals, hotels.

Facilities Renovations-$60,000
This is to cover expenses related to renovating classroom spaces at the four high schools, JMU (Memorial Hall), and BRCC to accommodate the workforce redesign model, where students and staff can move flexibly and safely.

Research & Partnerships-$239,000
To study the effectiveness of the lab school, approximately 10% of the total budget is standard for program evaluation, research, and data analysis.

IT Support/Licenses/Repair-$65,000
IT support, licenses for instructional technology, and repair is budgeted to ensure that instructional technology access is uninterrupted.

Teacher Induction-$160,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia New Teacher Support Program is $2000 per participant, including coaching for teachers, training for instructional coaches, and monthly professional development.

Principal Support-$225,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia Principal Support Program is $3000 per participant, including coaching for principals, training for principal advisors and supervisors, and monthly professional development.

JMU Tuition Support-$112,500
Tuition for up to 15 credit hours per student to enroll in undergraduate courses related to career exploration.

Blue Ridge Tuition Support-$75,000
Tuition for up to 15 credit hours per student to enroll in general education courses applied toward an associate's degree.

Year 4 (2026-2027):

Year 4 (2026-2027)-East Rockingham/Broadway/Spotswood/Turner Ashby			
		Student Total	550
Category	Number	Rate	Total
Stipends for Teachers	8	7500	60000
Stipends for Industry Experts	8	6500	52000
Stipends for Paraprofessionals	8	3000	24000
FICA for Stipends	24	1232.5	29580
Graduate Assistants	5	19000	95000
School Director	1	115763	115763
School Director Fringe	1	37044	37044
Faculty Overload	8	25000	200000
Faculty Overload Fringe	8	8000	64000
Office Expenses, Supplies, Postage	550	300	165000
LINQ, Powerschool, Admin Support	550	250	137500
Curriculum & Books	550	500	275000
Staff Development	12	1500	18000
Classroom Technology, Furniture, Cap Assets	1	0	0
Advertising & Marketing	1	17963	17963
Staff Travel	30	2000	60000
Facilities Renovations	1	25000	25000
Research & Partnerships	1	309000	309000
IT Support/Licenses/Repair	1	65000	65000
Teacher Induction	50	2000	100000
Principal Support	40	3000	120000
JMU Tuition Support	150	4500	675000
Blue Ridge Tuition Support	150	3000	450000
Total			3094850
Revenue	550	5627	3094850

Year 4 (2026-2027) includes total budget of $3,094,850 with 50% of ADM provided to JMU as fiduciary:

Stipends-$165,580
Stipends are provided as incentives for the lead teacher, industry experts, and paraprofessionals who will engage with the lab school planning. Lead teachers are provided with $7500, industry experts provided with $6500, and paraprofessionals provided with $3000. The budgeted amount includes 7.25% in cost for FICA.

Graduate Assistants $95,000
The cost for each in-state graduate assistants includes a stipend for $9,000 plus $9,000 for in-state tuition at 9 credit hours for fall and spring semesters. One graduate assistant will be assigned to the School Director. The other graduate assistants will be assigned to work between the school sites.

School Director-$152,807
The budgeted line for School Director includes a 5% salary increase plus 32% in fringe benefits. This competitive compensation is designed to recruit and retain a

highly effective instructional leader who can provide a vision for innovation in teaching, learning, and leadership.

Faculty Overloads-$264,000
Faculty overloads include compensation for a 1 course reassignment, replacing salary and fringe benefits. Two faculty from JMU and two faculty from BRCC will be assigned to work with the lab school teams, providing leadership in curriculum development and professional development.

Office Expenses, Supplies, Postage-$165,000
This rate is calculated at $300 per student for the year.

Power School/Admin Support-$137,500
Powerschool is the cloud-based learning management system used by teachers, students, and parents for teaching, learning, and assessment progress. The average cost for Powerschool is approximately $250 per student for one year.

Curriculum & Books-$275,000
The cost per student is approximately $500 for curriculum books and materials.

Staff Development-$18,000
For the lab school teams to engage in ongoing staff development. This amount includes estimated costs for consultants, speakers, and materials.

Classroom Technology/Furniture/Capital Assets-$0
To cover expenses related to classroom instruction physical needs for innovative teaching and learning.

Advertising & Marketing-$17,963
Advertising and marketing for the lab school will be ongoing. This budget line will cover costs for marketing materials, events, and media spots.

Staff Travel-$60,000
For lab school teams to travel by visiting innovative schools and to share their work at the state and national stages, the cost for one year is approximately $2,000 per person, including airfare, mileage, meals, hotels.

Facilities Renovations-$25,000
This is to cover expenses related to renovating classroom spaces at the four high schools, JMU (Memorial Hall), and BRCC to accommodate the workforce redesign model, where students and staff can move flexibly and safely.

Research & Partnerships-$309,000
To study the effectiveness of the lab school, approximately 10% of the total budget is standard for program evaluation, research, and data analysis.

IT Support/Licenses/Repair-$65,000
IT support, licenses for instructional technology, and repair is budgeted to ensure that instructional technology access is uninterrupted.

Teacher Induction-$100,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia New Teacher Support Program is $2000 per participant, including coaching for teachers, training for instructional coaches, and monthly professional development.

Principal Support-$120,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia Principal Support Program is $3000 per participant, including coaching for principals, training for principal advisors and supervisors, and monthly professional development.

JMU Tuition Support-$675,000
Tuition for up to 15 credit hours per student to enroll in undergraduate courses related to career exploration.

Blue Ridge Tuition Support-$450,000
Tuition for up to 15 credit hours per student to enroll in general education courses applied toward an associate's degree.

Year 5 (2027-2028): $3,376,200

Year 5 (2027-2028)-East Rockingham/Broadway/Spotswood/Turner Ashby			
		Student Total	600
Category	Number	Rate	Total
Stipends for Teachers	8	7500	60000
Stipends for Industry Experts	8	6500	52000
Stipends for Paraprofessionals	8	3000	24000
FICA for Stipends	24	1232.5	29580
Graduate Assistants	5	19000	95000
School Director	1	121551	121551
School Director Fringe	1	38896.2	38896.2
Faculty Overload	8	25000	200000
Faculty Overload Fringe	8	8000	64000
Office Expenses, Supplies, Postage	600	300	180000
LINQ, Powerschool, Admin Support	600	250	150000
Curriculum & Books	600	250	150000
Staff Development	12	1500	18000
Classroom Technology, Furniture, Cap Assets	1	0	0
Advertising & Marketing	1	14173	14173
Staff Travel	30	2000	60000
Facilities Renovations	1	25000	25000
Research & Partnerships	1	309000	309000
IT Support/Licenses/Repair	1	65000	65000
Teacher Induction	50	2000	100000
Principal Support	40	3000	120000
JMU Tuition Support	200	4500	900000
Blue Ridge Tuition Support	200	3000	600000
Total			3376200
Revenue	600	5627	3376200

Year 5 (2027-2028) includes total budget of $3,376,200 with 50% of ADM provided to JMU as fiduciary:

Stipends-$165,580
Stipends are provided as incentives for the lead teacher, industry experts, and paraprofessionals who will engage with the lab school planning. Lead teachers are provided with $7500, industry experts provided with $6500, and paraprofessionals provided with $3000. The budgeted amount includes 7.25% in cost for FICA.

Graduate Assistants $95,000
The cost for each in-state graduate assistants includes a stipend for $9,000 plus $9,000 for in-state tuition at 9 credit hours for fall and spring semesters. One graduate assistant will be assigned to the School Director. The other graduate assistants will be assigned to work between the school sites.

School Director-$160,447
The budgeted line for School Director includes a 5% salary increase plus 32% in fringe benefits. This competitive compensation is designed to recruit and retain a

highly effective instructional leader who can provide a vision for innovation in teaching, learning, and leadership.

Faculty Overloads-$264,000
Faculty overloads include compensation for a 1 course reassignment, replacing salary and fringe benefits. Two faculty from JMU and two faculty from BRCC will be assigned to work with the lab school teams, providing leadership in curriculum development and professional development.

Office Expenses, Supplies, Postage-$180,000
This rate is calculated at $300 per student for the year.

Power School/Admin Support-$150,000
Powerschool is the cloud-based learning management system used by teachers, students, and parents for teaching, learning, and assessment progress. The average cost for Powerschool is approximately $250 per student for one year.

Curriculum & Books-$150,000
The cost per student is approximately $250 for curriculum books and materials.

Staff Development-$18,000
For the lab school teams to engage in ongoing staff development. This amount includes estimated costs for consultants, speakers, and materials.

Classroom Technology/Furniture/Capital Assets-$0
To cover expenses related to classroom instruction physical needs for innovative teaching and learning.

Advertising & Marketing-$14,173
Advertising and marketing for the lab school will be ongoing. This budget line will cover costs for marketing materials, events, and media spots.

Staff Travel-$60,000
For lab school teams to travel by visiting innovative schools and to share their work at the state and national stages, the cost for one year is approximately $2,000 per person, including airfare, mileage, meals, hotels.

Facilities Renovations-$25,000
This is to cover expenses related to renovating classroom spaces at the four high schools, JMU (Memorial Hall), and BRCC to accommodate the workforce redesign model, where students and staff can move flexibly and safely.

Research & Partnerships-$309,000
To study the effectiveness of the lab school, approximately 10% of the total budget is standard for program evaluation, research, and data analysis.

IT Support/Licenses/Repair-$65,000
IT support, licenses for instructional technology, and repair is budgeted to ensure that instructional technology access is uninterrupted.

Teacher Induction-$100,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia New Teacher Support Program is $2000 per participant, including coaching for teachers, training for instructional coaches, and monthly professional development.

Principal Support-$120,000
With the lab school as a hub for innovation, evidence-based practices in coaching/mentoring and teacher support will help teacher participants from within the lab school and across the Commonwealth. Participation for engagement with the Virginia Principal Support Program is $3000 per participant, including coaching for principals, training for principal advisors and supervisors, and monthly professional development.

JMU Tuition Support-$900,000
Tuition for up to 15 credit hours per student to enroll in undergraduate courses related to career exploration.

Blue Ridge Tuition Support-$600,000
Tuition for up to 15 credit hours per student to enroll in general education courses applied toward an associate's degree.

3. Start-up and five-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.

   The following table shows cash flow projections from start-up (Year 0; 2023-2024) through Year 5 (2027-2028)

Revenue	Start-up (22-23)	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
Start-up Grant	$1,000,000	0	0	0	0	0
ADM	0	$843,975 (.75 ADM)	$1,688,100 (.5 ADM)	$2,391,475 (.5 ADM)	$3,094,850 (.5 ADM)	$3,376,200 (.5 ADM)
Total	$1,000,000	$843,975	$1,688,100	$2,391,475	$3,094,850	$3,376,200

4. Evidence of anticipated fundraising contributions, if applicable.

   The lab school will maximize the very active office of University Advancement (https://www.jmu.edu/advancement/). Under the supervision of Vice President Nick Langridge, this office will oversee the communications, marketing, planning, and principal relationship development that fosters and nurtures constituent engagement. At the time of this application, there are no fundraising contributions. However, we anticipate this changing as we progress through the planning, developing, and implementing of this laboratory school.

5. A description of the insurance coverage that the school will obtain. Types of insurance include general liability, health, and property.

   The types of insurance and the levels of coverage sought. Types of insurance include, but are not limited to: 1) general liability, 2) health, and 3) property.

6. A justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory.

   Evidence of liability, health, and property coverages will be provided by each respective organization involved in the lab school (JMU legal counsel, BRCC legal counsel, RCPS legal counsel).

7. A sound facilities plan, including backup or contingency plans. Facilities information includes (1) the provision of suitable instructional space; (2) provisions for library services; (3) provisions for the safe administration and storage of student records and medications; (4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act; (5) general information on emergency evacuation plans; (6) information regarding site location and preparation; (7) the structure of operation and maintenance services; and (8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

   Facilities are primarily within the confines of RCPS. When lab school students matriculate in the 11th grade to JMU, facilities information will include but is not limited to: 1) the provision of suitable instructional space, 2) provisions for library services, 3) provisions for the safe administration and storage of student records and medications, 4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act (ADA), 5) general information on emergency evacuation plans, 6) information regarding site location and preparation, 7) the structure of operation and maintenance services, and 8) financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

8. A description of whether transportation services will be provided. If transportation is to be provided, please indicate whether the school will contract for transportation with the local education agency or another entity. Please indicate whether transportation will be provided to all students attending the school.

   Transportation services will be provided by RCPS.

9. A description of transportation services for students with disabilities. (Section 22.1-221 A of the *Code of Virginia* states that "[e]ach disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.")

   Transportation services will be provided by RCPS and all services will follow state, local, and federal guidelines/laws.

10. A description of food service operations and all other significant operational or ancillary services to be provided.

    Food services will provided by RCPS.

VII. ***Placement Plan:*** The following components must be addressed:

1. Identification of a member of the school's leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations. Please include contact's name, title, email address, and phone number.

   Mark L'Esperance, Ph.D.
   Dean, College of Education

2. A notification process for parents/guardians of students attending the school and teachers and administrators of the termination or revocation of the contract.

   A systematized notification process will be activated if the lab school should close. After official notification to the Virginia Department of Education, a personal phone call will be made to each parent/guardian with a child enrolled in the lab school. This phone call will be followed by an official letter from the Director of the lab school.

3. A notification process to parents/guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date of termination or revocation of the contract.

   In addition to the process described above, a letter will be sent to the students' high school principal, copied to the district superintendent in which the high school resides.

4. Provisions for ensuring that student records are provided to the parent or guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers upon the request of that school division. (*See* § 22.1-289 of the *Code of Virginia*).

   Student records will be immediately available to the parent or guardian, as well as the school identified by the parent or guardian. Transfer of records will occur within two weeks of the parent/guardian's request.

5. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the termination or revocation of the contract.

   A good faith effort will be made to support employees as they seek other employment opportunities.

6. A close-out plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the termination or revocation of the contract. The plan shall include the disposition of the schools' records and financial accounts upon closure.

   The lab school will operate under the office of the Associate Vice President for Finance. The lab school will be under the financial control and meet all auditing requirements set forth by the Office of the Assistant Vice President for Finance and articulated in the Finance Procedures Manual (https://www.jmu.edu/financemanual/index.shtml). Should a plan require disposition of schools' records/financial accounts, all policies set forth by JMU, RCPS, and BRCC will determine actions.

VIII. ***Other Assurances and Requirements:*** The following components should be addressed:

1. A description of the college partnership laboratory school's policies and procedures for compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

   The lab school will operate under James Madison University Policy 2112, which outlines records retention and the Family Educational Rights and Privacy Act.

2. Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the *Virginia Freedom of Information Act*.

   The lab school will operate under James Madison University's process for Freedom of Information: https://www.jmu.edu/visitors/about/foia.shtml

3. A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational.

   The lab school intends to apply for waiver of § 22.1-253.13:3, specifically for implementing Standards of Learning assessments. In lieu of completing the state assessments, students who are enrolled in the lab school will demonstrate evidence of Standards of Learning objectives through a portfolio assessment.

4. A description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. An educational program provided to students enrolled in a public school division pursuant to a collaborative partnership between the college partnership laboratory school and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (*See* § 22.1-349.3 G of the *Code of Virginia*.)

   Collaborative partnerships between JMU and RCPS for students in 11th and 12th grade to enroll in coursework related to pre-professional exploration will be initiated through an MOU between the two organization. Collaborative partnerships between RCPS and BRCC will be initiated through an MOU between the two organizations for dual enrollment programming. To provide students with the opportunity to enroll a partner technical center (e.g., Massanutten Technical Center) to earn their certification and licensure in a field of their choice and interest (e.g., HVAC, Diesel Mechanics, Electrician, Plumbing, Networking, Nursing Assistance, etc.…), an MOU will be established.

5. A description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § 22.1-349.3 B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan. Section 22.1-349.4 of the *Code of Virginia* states that "[if the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school."

   N/A

6. A description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school, including information regarding the frequency with which such disclosures will be made. (*See* § 2.2-3114 of the *Code of Virginia*.)

   The governing board will be required to submit all disclosures regarding financial conflicts of interests on an annual basis. The lab school will comply with the federal regulations and utilize the forms already established by the Office of Research Integrity: https://www.jmu.edu/researchintegrity/fcoi/fcoiform.shtml

7. Conflict of interest disclosure(s) by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school.

   There are no conflict of interests to disclose at this time.

Part C: Assurances

Assurances in the *Code of Virginia*: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the college partnership laboratory school to carry out the provisions of the law. By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § 22.1-349.3 of the *Code of Virginia*.

2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.

3. The proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations (including the federal *Americans with Disabilities Act*, the federal *Individuals with Disabilities Education Improvement Act*, Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*) and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

4. The applicant will take all actions necessary to enter into a contract with the Board no later than nine (9) months prior to the opening date of the college partnership laboratory school.

5. The school leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.

6. An assurance that the applicant will meet the condition in § 22.1-349.9 of the *Code of Virginia*, which state that "teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4 applicable to teachers employed by a local school board."

7. All initial requests for waivers from the Board will be made no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.)

8. The applicant must assure knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ 2.2-3100 et seq. of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ 2.2-4300 et seq. of the *Code of Virginia*).

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. If this application is approved, the applicant will take all actions necessary to enter into a contract with the Board not later than nine (9) months prior to the opening date of the college partnership laboratory school.

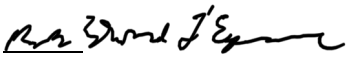
2. If the application is approved, the leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.

3. All initial requests for waivers from the Board will be made by the local school board, on behalf of the applicant, no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the Board to request additional waivers once the school is operational.)

4. The applicant assures knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ 2.2-3100 et seq. of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ 2.2-4300 et seq. of the *Code of Virginia*).

Pursuant to the requirements, I hereby certify that to the best of my knowledge, the information in this application is correct; the applicant has addressed all application elements that pertain to the proposed college partnership laboratory school; and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Mark L'Esperance, PhD Title: Dean, College of Education

Signature of Authorized Official:  Date: 9/27/2022